

# THE MASSACHUSETTS TEACHER.

JULY, 1871.

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Vol. XXIV.

JOHN KNEELAND, Editor.

No. 7.

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## ON ACQUIRING THE USE OF THE ENGLISH LANGUAGE.

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My purpose is to indicate some of the methods by which pupils may be enabled to express their thoughts readily, clearly, forcibly, and gracefully, as well as correctly.

This is an accomplishment of great use in every station of life. Every person who has occasion to use the tongue or the pen — whether only once in a while, or in every hour of his waking moments — is the more competent and the more comfortable for having the power to express himself with facility. Not to speak of writing letters, how many times may a man be called upon to put his opinions upon paper, to state his recollection of events or of conversations, or to answer a note requesting information upon any topic. The man who can do this the most correctly and promptly saves time for himself and others, and his usefulness is readily acknowledged. The same is true of oral expression. In the social circle, we have all met those from whose lips the words flowed with captivating ease and grace. In business, men seek to say exactly what they mean, — nothing more nor less; and he who can do this the most clearly and readily is — other things being equal — the best business man. It is the experience of lawyers that the number of witnesses is few who can give a correct and lucid account of what occurred before their own eyes. It is apt to be confused, badly expressed, and sometimes unintel-

ligible. This is no doubt owing in part to inaccurate observation, but it is also attributable to a deficiency of language.

Every teacher can mention instances of pupils who answer that they understand the subject, but cannot find the right words to convey their meaning. Some appear to be woefully deficient in language. The remedy for this inability to express one's ideas, is *practice*. The man who writes a letter only once a year, will be very awkward and slow about it; while an editor of a newspaper, or a reporter, who is compelled to keep his pen going night and day, writes with a facility and rapidity that appear to the uninitiated almost miraculous. There is no one course to be pursued in the endeavor to obtain this useful and graceful accomplishment. I propose, as briefly as I can, to advert to some methods by which the end desired may be approached, although it may not be reached. Indeed, it may be said that there is no limit to the degree to which this talent may be cultivated.

In the first place, as has been often said, the teacher must be a model in the correct use of language. We all know that some pupils will, notwithstanding all the pains taken with them, repeatedly violate some of the simplest rules of grammar, on account of hearing bad English at home. So much the more careful must the teacher be that his language is unexceptionable. The intonations of his voice should be varied and pleasing; his articulation distinct, his pronunciation correct, his use of the Queen's English above suspicion of fault. "As is the teacher so will the school be," is as true a maxim in this case as in many others.

As an early exercise suitable for very young scholars, read sentences selected for the beauty of the thought, or for the admirable manner in which they express some noble sentiment or convey some moral truth. They must be such as can be readily comprehended by the pupil. Let them be read to the whole class, beginning of course with short sentences, and afterwards proceeding to longer and more complicated. Every one in the class is directed to give close attention. The sentence is read *only once*, slowly and distinctly; and then any one in the class is called upon to repeat it, — or let each pupil write it on his slate.

This method may be subsequently varied as follows: Read a

sentence to a class, requiring them to give the *pith* of it in their own words. This exercise is an excellent intellectual discipline; its tendency is to make the mind quick and grasping; to enable it to pierce through the burr and shell of the thought, and seize upon the kernel. It fixes the attention, improves the memory, and disciplines pupils to search after an author's *meaning*, besides giving them power in the use of language. Do you suppose that those who have had the advantage of this practice, will, when they hear a sermon or lecture in after life, complain that their memories are so wretched that they cannot recall a word?

Next, read to your pupils a short story, and require them to repeat it, or to state all the material parts. When they are older, let them be called on to write down the particulars of any story you may relate to them.

Another good method is to notify the members of a class to become acquainted with any good anecdote, and come prepared to relate it. This exercise is susceptible of application to a great variety of subjects.

It will be found interesting to show a class a picture (and there are admirable ones suited to the purpose in the pictorial papers), and ask them to describe it, either orally or in writing, or to relate the story which they may think it tells. I have listened to excellent compositions written by those who, at my request having examined Cole's four pictures of the "Voyage of Life," described them in detail, with evident appreciation of the artist's genius, — stating also the reasons which were probably in his mind for varying, so remarkably and admirably as he has done, the scenery in the different pictures.

It will at once occur to every one, that conversation with pupils is the natural method of enabling them to acquire a command of language. This course is necessarily pursued with younger pupils, but it should be adopted to a greater extent than it is in respect to more advanced scholars. Perhaps the only method of conveying instruction in the schools of ancient times, was by *conversation*, and we know what great results were accomplished. But little respect is entertained by the world for *mere* book knowledge. "To know a thing by heart" (that is, *only* by heart), says Herbert Spencer, "is

not to know it." In order to know a thing thoroughly, we must have talked about it, and have discussed it with men of different, perhaps conflicting, opinions; in this way we at last get our feet on the bed-rock of truth. Hence the advantage of all societies for a mutual interchange of ideas. Now, I fear that this obvious and natural method, not only of learning the art of talking well, but of proving the extent and accuracy of one's knowledge, is by no means practised, as much as it ought to be, either in our grammar schools, or our academies, or our colleges. The recitation is apt to be mere routine,—the teacher sometimes asking none but the questions in the book; and if the answers are given in the words of the book, there the recitation ends. The plan which I recommend, and which I have followed with my own classes in the natural sciences, is to examine every pupil, to ascertain whether he has done his duty in preparing the lesson. Next, if I find any part of the lesson is misunderstood or needs explanation, I afford the learner just that kind and degree of assistance which will secure the greatest degree of exertion on his part. I then put a variety of questions upon the lesson, and upon subjects naturally arising out of it, inquire what explanations would be given in analogous cases, mention any objections to statements that have been made, and ask how they can be met. The object is to wake up the pupils, to draw them out, to get them into a discussion, the warmer and the more earnest the better, and the silent members of the class are sure not to escape these interrogatories. I think that teacher is in a very fair way to be successful, whose class voluntarily and readily asks him questions. When this is done, the mind is awakened, the pupil is thinking for himself. The teacher must be very careful to receive the questions in a kindly and encouraging spirit, even if they are, as will sometimes happen, absurd and irrelevant.

To proceed now more particularly to the exercise of writing compositions.

Every one knows that most young persons regard the writing of a composition as the most irksome task in school. We have all repeatedly heard the warnings against giving out abstract subjects, such as "Contentment," "Happiness our being's end and aim," "Virtue, its own reward," etc. Who does not remember



the vacuity of mind and vexation of spirit with which in his youthful days he addressed himself to the set task of writing an original essay (no assistance to be received from friends) on these or similar subjects. Of what frightful dimensions looked the blank sheet spread out before us. How firmly did we for the time believe in the non-existence of mind, and the existence of nothing but matter throughout the universe.

And then, if, after cudgelling our brains, and going through, all but the pangs of dissolution, something did come into our heads (whispered doubtless by the pitying spirit of some repentant pedagogue), did we not make the most of it? Did we not dilute it, and amplify it; spread it out, in the largest hand, upon lines ruled at least two inches apart, being careful to prevent any quarreling among the words, by separating them so widely that no one could jostle his neighbor?

The young should be asked to write upon subjects which they understand, or in which they are interested, or which relate to, or spring out of, their studies, and upon which they may be expected to have some ideas. A multitude of such questions drawn from the every-day pursuits, amusements, and occupations of the young, will suggest themselves to the competent teacher.

When pupils are old enough to hand in written compositions, it is a good plan, in order to render the first steps easy, to select some simple and interesting piece of poetry from their readers, and tell them to change it to prose; next, taking another piece to do the same, adding to it some circumstances of their own invention. An interesting way of varying this exercise is to select a poem full of incidents which might happen anywhere, and locate the scene in your own town. I remember this being done with the "Diverting History of John Gilpin." Changing the *locus in quo*, and substituting the names of familiar places in the vicinity of the school-room for those best known in the poem, produced a very amusing effect.

Compositions in the form of a letter are readily undertaken by pupils, because they are more accustomed to them, and think so much is not expected. It is well to cherish this idea, since it is at the bottom of all success in literary composition in our schools.

The letters of the young are generally interesting because they are supposed to be written to some dear and uncritical friend, to whom they are willing to say what they think; they therefore *talk on*, as to a friend personally present, — which is the perfection of letter writing; they speak on subjects which they understand, and in which they are personally concerned, and not on matters out of their range; the style is therefore likely to be simple and natural. Ask them, then, to write a letter to a friend of their own age, giving an account of their schools, — of the manner of spending a holiday, — or the vacation, — describing a visit to the country, — a ride to the beach, — a fishing excursion, — a sporting excursion, — a picnic, — a visit to any natural curiosity, — relating any incident within their own experience, or any event of general interest which has happened in the community.

Once in a while, have an *impromptu* exercise in composition. Give a class fifteen or twenty minutes to write all they can think upon some topic, and at the end of that time spend a little while in hearing what they have written. You will sometimes be surprised at the excellence of the composition, although so quickly prepared. The exercise is beneficial in practising them to think quickly and to execute promptly. It acts as a spur to the faculties. It is important that one should express his thoughts readily and easily, as well as correctly.

Once I gave the members of a class fifteen minutes in which to draw up three patriotic resolutions; and some were better than most of those read at public meetings, and constituted a platform on which I should be very willing to stand, — and be elected.

Read a short fable, — one of the very best you know, as a model, — and tell the class to invent a fable with a good point to it, representing the lower animals as possessed of reason, or inanimate objects as endowed with life and intelligence. I have known some quite beautiful and original fables produced as the result of this exercise.

It is well, when the class is more advanced, to call upon its members to make biographical sketches of those great and good men and women whose names are “familiar as household words,” and with whose lives every well-informed person ought to be acquainted.

Throughout the course, I would have the greater part of the compositions upon subjects connected with the studies of the pupils, with their personal experiences, with their school or school-life, or with events occurring in their vicinity. As the class becomes more mature; it is easy to see what interesting subjects may be proposed to them, drawn from their studies in natural science, in history, literature, mental and moral philosophy. Such subjects are suggested to the intelligent teacher by what occurs in the recitation room, and they would vary for different classes.

The great difficulty to the young in writing compositions, is the want of ideas,—that is, in not knowing how to think. And this inability to think, results from not having had *practice* in thinking. It is a fact, that by pursuing the proper methods, the young may *learn* how to think, and that practice and discipline are as necessary to teach pupils how to *think*, as they are to teach them how to read. Most pupils sit down to write without having expended perhaps a moment's thought upon the subject, and are surprised at having nothing to say. The teacher should discipline them to ask all sorts of questions concerning the subject-matter. Let him take any topic, and write upon the board the questions suggested by the pupils, leading them by his remarks to think of questions, whenever they seem to be at a loss for them. Let them understand that this is the *preliminary* work, *absolutely* necessary to be done in order to write the composition. During the whole course of writing compositions in the Grammar and High Schools, the pupils should be required to prepare and to hand in the *analysis* of his composition before he is allowed to write it; and this analysis should be as much a subject of criticism as the composition itself.

Pupils will be interested in learning the derivation of words. Supposing the library of the school to contain some works on the study of words, the teacher should select words whose etymology is interesting and striking, and direct the class to trace them to their origin.

Great advantage will be derived if you give the class a few lessons in distinguishing synonyms. The habit of discriminating is valuable, as a part of intellectual training, — and it is an increase of mental ability, when we can distinguish between things which really differ, but have hitherto been confused in our minds.

A few words upon reading. To read understandingly, naturally, expressively, and feelingly, is a delightful accomplishment. Vocal exercises are excellent for cultivating and developing the powers of the voice; the proper pronunciation and distinct enunciation of words, the different intonations of the voice, should be carefully regarded; but the signification of the words, the *meaning* of the author, must be known. *A lesson in reading should be studied as thoroughly as any other lesson set in the school.* "In a foreign language," it has been said, "the pupil, if he does not understand a word, looks it out; but in his own language, he rarely perceives his own ignorance, and attaches some idea, right or wrong, or half-right, to almost every word he meets with." The teacher should therefore inquire the meaning of every word, and every allusion with which he may suppose the pupil to be unacquainted. As their minds become more mature, he should call their attention to the beauties or defects of any figure of speech employed. He should endeavor to impress them with a proper conception of the beauty, wisdom, or truth of what they read. If a lesson of only a few lines can be learnt in this manner, assign that lesson *and no more*. Do not be discouraged if the progress be slow at first; it will be rapid by and by. At any rate it is *progress*, whereas the other course is no progress at all. For, surely, the uttering of pages of words, day after day, and month after month, without comprehending their meaning, is not at all elevated above the talk of the parrot. The pupils should not be permitted to form such habits, that when asked what they have been reading, their reply should be "words, words, words"; but the teacher in hearing a class recite should have perpetually in mind the question addressed by Philip, "*Understandest thou what thou readest?*"

There can be no good reading, if the lesson is not understood. If I found the pupils of a school well acquainted with the meaning of what they read, I should feel the best assurance that they had pursued their other studies understandingly.

The study of English literature is pursued in our high schools. I have sometimes thought that if a dozen, more or less, of the most eminent authors in the language were selected, each the first in his class, and each a representative man, and an entire work



(of course of reasonable length) of each should be carefully read and thoroughly understood and appreciated, the pupils would derive much more benefit than they do now from reading the miscellaneous collection of scraps which constitute most of our readers. "Non multa, sed multum" is a maxim of sound sense particularly applicable in this case. Is it not better to be imbued with the spirit and methods of the great masters of the language, than to skim over extracts (some of them very small samples) from a large number of different writers? I suppose every one here is willing to acknowledge, that it would have been better for him to have read much less than he has done, and that little attentively. One who studies the stars, confines his attention for some time to those of the first magnitude. It is only after he has become familiar with their position, that he notices those of inferior magnitude. How much more is learned of Shakspeare by thorough study of *one* of his plays, than by reading the scenes from different dramas in the Readers.

Similar remarks to those which I have made upon reading are applicable to the subject of declamations. Let boys speak pieces which they understand and appreciate, suitable to their age, and expressive of such thoughts, feelings, and interests as are natural to *boys*, not men. I take no interest in seeing a stripling ascend the rostrum, and, in tones intended to be very impressive, exclaim, "There stands Bunker Hill Monument," with a gesture directed at the stove-pipe. I object to hearing a youthful prodigy shriek,

"Blaze with your serried columns,  
The pale face I defy."

I refuse to lend my ears, although urgently requested to do so in the well-known line, beginning,—

"Friends, Romans, countrymen."

I do not see why boys should *personate* Demosthenes, Cicero, Burke, Webster, Cæsar, or Butler. Why not simply and naturally be *themselves*, and, neither on nor off the stage, ape the bearing, passions, or contests of men? I do not wish to be understood as saying that appeals to the highest and best feelings of our nature, that the noble and elevated sentiments of great orators and poets cannot

be appreciated by the young. Far from it. I desire that the young of both sexes should be encouraged to commit to memory and treasure up the gems of our noble English literature, as many as they can retain. I know what an admirable and delightful exercise recitations of poetry or prose, and well selected declamations can be made. They may refine and elevate the taste of the school, and touch all hearts to finer issues. But as the mind in youth is easily impressed, so it behooves us to be careful what we stamp upon its pages. Particular pains, therefore, should be taken by the teacher to avoid pieces which do not lie within the comprehension, or are altogether out of the experience of the pupil, as well as to reject all which offend good taste.

The correct, ready, and graceful use of any language cannot be learnt in a short time. It comes only by constant practice, and after the efforts of years. The study of the English language should, therefore, be kept up through the whole course of a High school. Even the subject of Rhetoric is not one to finish in six months or a year, and then to be dropped. The better plan would be to continue the study through the entire course, at the rate of a lesson a week, until the pupils had carefully written every exercise.

One fault which young writers are apt to commit, is to aim at what is called *fine* writing. Forgetting that the style of the best authors is distinguished by simplicity, and that common words are the most expressive, they are unwilling to use common English, but indulge in far-fetched words and high-sounding phrases. They will not say even ordinary things in an ordinary way. They don't "live," but "reside." They don't "give," but "donate." They don't "eat or drink," but "partake of refreshments." They were not "born in a place," but it was the "place of their nativity."

You remember that Lowell has given some specimens of the old style and its modern equivalent. The following I extract from compositions that have passed under my own supervision:—

"The glorious orb of night might have been seen slowly ascending, and as slowly enlarging, until the mighty queen stood revealed empress of the blue firmament." That is a way of telling you that the moon was rising.

"The last blushes of day had just faded from the golden Occident." That is, it was night.

I clip the following from the — *Union*. It is the report of the commencement of a speech by a gentleman of considerable reputation as a parliamentary orator:—

"Mr. Speaker, — I rise to a question of privilege, or a privileged question. I inaugurated a movement on yesterday, of which recent developments require some elucidation. My action was predicated upon information derived from the —, a journal from which I seldom, if ever, expect the enlightenment or the revelations of truth. I presume that the gentleman from Nevada, who, in answer to my interrogation on yesterday, asseverated," etc., etc., etc. How long would you listen to such talk as that? If Cicero had addressed Catiline after this fashion, the latter would have banished himself from Rome in five minutes.

Some pleasant verses have been written upon the subject of calling things by their right names:—

"Of old, a spade was called a *spade*

By simples and by sages;

A *workman* did his honest *work*,

And *servants* earned their *wages*;

A *man* was title of respect

Whenever virtue named it;

There was but one of higher worth,

And lovely *woman* claimed it;

But now we masquerade with words,

The truth a great offence is,

And desecrate our English tongue

By pride and false pretences.

"We shame the language of our sires,

We talk so mild and meekly;

We've *operatives* for *working men*,

And draw our *salaries* weekly.

Our *lady* takes the place of *wife*,

That word so true and hearty;

And every *man's* a *gentleman*,

Unless we call him *party*.

O give us back our honest speech,

It had a soul of beauty,

And let us do our daily *work*,

And think it pleasant duty;

Let's earn our *wages* as of yore,  
 The word can never harm us,  
 Let's love our *sweethearts* and our *wives*,  
 And own that *women* charm us."

I am reminded by two of these lines that some persons use the word "party" for "man" You ask a friend to join you in a walk, and he replies that he has an engagement to meet a "party." Why does he not say "man"? How would you like Pope's line,

"An honest man's the noblest work of God,"

changed to:

"An honest *party's* the noblest work of God"?

Or to read in Shakspeare —

"A combination and a form indeed,  
 Where every god did seem to set his seal  
 To give the world assurance of a — *party*"?

Or would Burns be improved by altering

"A man's a man for a' that,"

to

"A *party's* a *party* for a' that"?

In conclusion, we should remember that we must not expect any remarkable compositions from the young. If the productions of their pens shall ever be an acquisition to English literature, it will not be till they shall have passed from our care and direction. Our object is to extend their knowledge of the English language, and, by a variety of exercises, to discipline them to its correct and ready use. We would encourage our pupils to emulate the style of the best authors, whose diction seems to be the very language of nature, and who are characterized by a grace, ease, and simplicity that are beyond the reach of art. Let us show our pupils, then, that some of the most delightful essays in the language are written upon the commonest subjects, just such as they might think beneath their notice. Do not let them be led captive by pretty phrases, high-sounding words, or glittering conceits; but impress upon their minds that there is a charm in truth, nature, and simplicity, which no mock sentimentality, no species of affectation, or passion for display, can ever hope to attain.



## ENGLISH GRAMMAR. NO. 10.

## THE CONJUNCTIVE CLAUSE, AND THE PHRASE-FORM.

IN previous articles we have discussed the three cognate clauses (viz, the demonstrative, the infinitive, and the participial), and the relative clause. There remains only the conjunctive clause.

The conjunctive clause is an element of the clause-form, introduced by any subordinate connective, with the exception only of the conjunction *that*, used in its simple demonstrative force.

The subordinate connectives most commonly used, are: First, the conjunctions, *as, although, albeit, because, if, lest, provided, seeing, that, though, than, unless, whereas.*

Second, the conjunctive terms, *as that, because that, but that, so that, seeing that, so as, as though, as if, than if, in as much as, in order that, for as much as, etc.*

Third, the prepositions, *after, before, ere, for, except, since, save, without, until.*

Thus, the following are conjunctive clauses. "If they had come." "Because they had come." "Before they had come." "As they were coming." "In order that they might come." "In as much as they came." "Until he shall come."

Much care is required, not to confound *conjunctive* clauses introduced by the connective *that*, with *demonstrative* or *relative* clauses introduced by the same word. Thus, "A study *that he may learn*;" (Rel.) "Studies *that he may learn*;" (Conj.) "It is here *that he may learn*"; (Rel.) "It is true *that he may learn*"; (Dem.) "He works *that he may learn*"; (Conj.) "The command *that we should obey him*"; (Dem.) "A command *that should be obeyed*"; (Rel.) "It is just *that he should be obeyed*"; (Dem.) "It is he *that should be obeyed*"; (Rel.) "Said *that he should be obeyed*"; (Dem.) "A saying *that should be obeyed*"; (Rel.) "It was in Boston *that I found my friend*"; (Rel.) "I went to Boston *that I might find my friend*"; (Conj.) "I believed *that in Boston I might find my friend*"; (Dem.)

The pupil should be drilled on expressions like these, until he is able to distinguish at once these three clauses from one another. It would be manifestly impossible for him to render them properly in Latin, or in Greek, unless he saw clearly their distinctive *logical* character; since the three, though similar, or sometimes, as in the above examples, *identical* in point of grammatical form in English, take each an entirely different grammatical construction in these languages.

Again, conjunctive clauses introduced by "*as*" must be distinguished from relative clauses introduced by the same word. Thus "This is the same *as that is*;" (Rel.) "Did *as you desired*;" (Conj.) "Such *as you desired*;" (Rel.)

Conjunctive clauses introduced by *but* must be distinguished from relative clauses. Thus, "There is not a man *but knows his duty*;" (Rel.) "He does wrong *but he knows his duty*;" (Conj.) There is a somewhat singular use of this connective after certain negative expressions in our language, thus "I do not know *but you are right*," is, I suppose, good English, at least good colloquial English, and yet the connective *but* has a very strange use. The clause is certainly a substantive clause used objectively; but where else in our language have we a *substantive* clause introduced by *but*? We sometimes use this connective after the word *doubt*, as "I doubt not *but ye are the people*," but it would be better English here, unquestionably, to say, "I doubt not *that ye are the people*."

In the sentence "I do not know *but I may be deceived*," we could say, perhaps better, "I do not know *whether I may not be deceived*," and this would be the form of the clause in Latin and in French; but the sentence is good English as it stands, and indeed, better English than the form "I do not know *that I may be deceived*," substituting *that* for *but*, as we should after words of *doubting*.

In regard to the *uses* of the conjunctive clause in a sentence, it need only be said, that it is almost invariably used as an *adverbial* modifier. It never has a *substantive* use excepting in a few instances, where it is used *appositively*. Thus, "He went for this purpose, *in order that he might see the city*." "The enemy retreated on this account, *because our force was augmented*." Here the conjunctive clauses are used as appositives. We frequently have a construction similar to the above, in Latin.

We have now discussed the five clause-forms. We believe that a thorough knowledge of these, in all their varieties of form and function, is of untold value to the student of the English language. Indeed we believe, that, without this knowledge, the pupil can never attain to any great degree of proficiency in the mastery of the construction of his native tongue.

#### THE PHRASE-FORM.

We will now consider the next organic element of greatest importance, viz: the phrase-form. As a clause-form is composed of a substantive term of a predicative term, logically combined, yet not making complete sense, so a phrase-form is composed of a substantive term, or a *relative* form, logically combined, but not making complete sense. The relative form may be a *preposition*, or a *case inflection*.

Both methods of expressing relations are found in almost all languages. Some languages, as the Latin, the Greek, the Laplandish, and others, express a large number of relations by *case-forms*, while others, as the French and English, use, for the most part, prepositions.

Thus what one language accomplishes by *separate words*, another performs by *mere inflections*.

It matters, not, then, *how* the relation is indicated; if in *any way* a substantive term is combined with a *relative form*, we have the grammatical element which we shall term the phrase-form. Thus, "*of him*," "*by which*," "*to them*," "*their*," "*of Caesar*," "*Cæsar's*," are phrase-forms; but "*by reads*," "*among him*," "*around wise*," are not phrase forms, because the two terms are not so combined as to *make sense*.

The relation word in a phrase-form as a matter of grammatical construction, generally *precedes* the substantive term. Hence, such a word is termed a *preposition*, from the Latin *præ* and *pono*, signifying "*placed before*." Sometimes, however, for rhetorical effect, or for the sake of the metre in poetry, the relation-word immediately *follows* the substantive with which it is logically connected, as, "*Thy deep ravines and dells among*." — *Scott*. "*The thing is known all the world over*." — *Walker*.

Sometimes again the relation-word is placed *after* and *separated* from its substantive; as "*Whom* did you speak *of*." "*This* we are proud *of*." This separation always occurs with the words *that* and *as*, when used as relative pronouns, in phrasal combinations; as "*The thing that* I spoke *of*." "*Such persons as* he deals *with*." "*This same thing that* we were speaking *of*." In these examples, "*whom of*," "*this of*," "*that of*," "*as with*," and "*that of*," are all genuine phrase-forms.

We are aware that we have a standard rule in rhetoric forbidding a sentence to be terminated by a preposition. As a rule, this is doubtless good rhetoric; but, like all other rules, this has its exceptions, and as a matter of fact very many of our best writers constantly violate it, and in the great majority of cases doubtless with no loss either of elegance, or of strength. Hence, as our best authors constantly give the preposition these positions in the sentence, it would be altogether improper not to notice the fact in our study of the phrase-form.

The phrase-form has a strange use in our language in connection with certain passive verbs. We can say, in good English, "*He* was spoken *to*"; "*you* were talked *about*"; "*they* were laughed *at*"; "*this* was talked *of*"; "*he* was appealed *to*"; etc. Now, with this *active* voice of these verbs, the two terms in these phrase-forms would in every instance be brought together thus, "*Spoke to him*,"; "*talked about you*," etc.; but manifestly the mere mechanical separation of the two terms, occasioned by a grammatical necessity, from a change of *voice* in the verb, by no means destroys the *logical* connection of these terms. The preposition performs equally the office of a *relation-word*, whether placed directly before its substantive in the active voice, or separated from and placed after it in the passive voice. In the example "*He* was spoken *to*," "*he*" is the *grammatical nominative* of the verb "*was spoken*," but *logically* it constitutes with "*to*" a phrase-form, which latter modifies "*was spoken*" as the indirect object. The sense is "*There was a speaking to him*," and we should analyze it as if it were stated in that form.

The case is somewhat similar to the use of the nominative infinitive clause, already discussed in a previous paper. In the



example "*He was reported to be a traitor,*" the real subject of the proposition is "*He to be a traitor,*" — for that was what "*was reported,*" — while the grammatical nominative is "*he*" simply; so in the example "*He was talked about,*" the real subject of "*was talked*" does not appear at all, — it is used strictly impersonally, while the grammatical nominative is "*he.*"

This idiom does not appear, we believe, in any language save our own. How strangely our English would look in Latin literally rendered. Thus "*Cæsar was talked about,*" Latin, "*Cæsar dictus est de,*" and yet the Latin is no more philosophical than we, in the use of its nominative infinitive clause. "*Cæsar victus esse dictus est*" is good Latin. We say, then, that in all expressions like the above, the preposition is *not* a part of the verb, which is the view taken by most of our grammars, but a general relation-word, which indicates always the relation existing between the verb and the grammatical nominative of the verb. The extent to which this idiom is carried in our language seems sometimes, at least, closely bordering on the ridiculous. We sometimes find in quite respectable print, such expressions as "*The boy was run over by the cars.*" "*He was run through with a bayonet.*" "*They were lost sight of.*" "*If the walks were a little taken care of.*" *Addison.* "*The circumstance is probably taken notice of.*" *Blair's Rhet.* "*Patagonia had never been taken possession of.*" *Cummings.* "*I have been shown a book.*" *Campbell.*

Sometimes the relation-word in a phrase-form is omitted: as, "*Bring (to) me a book.*" "*Give (to) him a present.*" "*Write (to) me a letter.*" "*Do (for) him a favor.*" "*Leave (for) me a paper.*" Sometimes this substantive term is omitted, especially when it is a relative: as, "*The man I conversed with*" (with whom). "*A knife to cut with*" (with which). "*A house to live in*" (in which). Sometimes the substantive term is neither expressed nor implied necessarily. In this case this preposition becomes an adverb in force, and should be so considered, as "*He rides about.*" "*They live within.*"

A phrase-form may itself constitute the substantive term in another phrase-form: as "*From beyond Jordan.*" "*Sold at above five guineas.*" "*Iambic verse consists of from two to six feet.*" In

these examples, the *prepositions* mark the relationship of the following phrase-forms considered as substantives. For the sake of distinction, these might be termed *adjunctive* phrase-forms. They are most commonly introduced by the relation-word *from*, as "from among," "from above," "from beyond," etc.

So likewise the substantive term may be a *case* phrase-form: as "A book of *his*." "A house of *mine*." "A horse of *John's*."

A clause-form may constitute the substantive term in a phrase-form, as "Speaks to *whoever* listens." "*For him* to go seems strange." "Am not sure *of that being true*." "Nothing marred our pleasure *except that we were delayed*."

In the next *Teacher*, omitting for the present *word-forms*, we shall discuss *Comparative Grammar*, with especial reference to the clause; that is, the clause-form in Latin, Greek, French, etc.

OREAD.

## INTRODUCTORY LESSONS ON PLANTS.

[Given to the children of the Primary class connected with the Training school, Boston, to excite their interest in a series of object-lessons immediately to follow. Reported by young ladies of the school.]

### I.

"WE are going to talk about a plant to-day, children. How many of you have plants at home? We will tell about a *rose-bush*. If I had a very pretty rose-bush, and should leave it all by itself for a year, how would it look when I came back?"

"Withered." "Dead."

"If I should put this *stone* away and leave it so, would it wither too?"

"No, ma'am. It would be just the same."

"Then, what does the plant do that the stone does not?"

"It withers and dies."

"What shall we do to it, then, to keep it fresh and pretty? What do your mothers do to their plants?"

"They water them."

"And what do the plants do with the water?"

"They drink it up."

"Then I will take my plant and water it carefully, and set it in a nice dark room, and it will do very well?"

"Yes, ma'am."

"Put it in a room and shut the blinds, and draw down the curtains, — is that the way you treat your plants? Keep them in a closet at home?"

"No, ma'am."

"Where do you keep them, then?"

"By the window."

"Why by the window?"

"Because it is light there."

"Then what do plants need?"

"The sun."

"And what else?"

"Water."

"What do the plants grow in?"

"In dirt."

"Well, I will fill the flower-pot with sand, and set the plant in it, and place it in the light and water it. Will that do? Why not? Sand is dirt. What shall we take, then?"

"Earth."

"Right from the middle of the street?"

"No, ma'am. Earth like that in vegetable gardens."

"What kind of earth is that?"

"Black earth."

"It would probably be black, but what word tells what kind of earth is nice for plants?"

"Moist earth."

"But we could water any kind of earth and make it moist."

"Rich earth."

"That is it. What is it, children?"

"Rich earth."

"Now, what are all the things we have said the plant needs?"

"Rich earth." "Water." "Light."

"Well, some bright, cold winter's day, I will set the plant, all

nicely watered, by the open window. Will that be right? What is the trouble?"

"It would freeze."

"It would be too cold."

"Then, what does the plant need?"

"Warmth."

"Now, suppose I should go away and leave my rose-bush with leaves and buds and flowers on it, and be gone a year, but all the while some one at home should water it every day, and give it plenty of warm air and sunshine, and good rich earth, would it look just the same when I came back?"

"No, ma'am."

"What would be the difference?"

"There would be more buds on it." "It would be larger."  
"It would have grown."

"If the stone had been placed in the earth and watered, would it have changed any?"

"No, ma'am. It would be just the same."

"Why is that?"

"The stone has no life in it."

"And the plant —" *has life in it.*"

"What else has life besides the plant?"

"Geraniums." "Trees."

"But those are plants too. What besides plants?"

"We have life."

"And what besides plants and people?"

"Animals."

"And the animals and plants and people live, and while they live they" — "grow"; "and after a while they" — "die." And the stone cannot die because it has no — "life"; "and people, and beasts and plants have" — "life."

. . . . .  
"Children, who made us, and the beasts, and the plants and stones?"

"God."

"And if we tried years and years we could not make anything so delicate and lovely as the flowers that grow about us. Now,



there is a word that tells us about the plants and stones because God made them. We say they are *natural*."

"Natural."

"Tell me when you say anything is natural. Is a chair?—a bell?—a beet?—a bird?—a stone?—we shall learn more about these natural things."

## II.

"What were we talking about yesterday, children?"

"Plants." "Stones," "Animals."

"Anything else?"

"Ourselves."

"And what did we say that plants and animals and people need that stones do not?"

"Food."

"What do we do first with our food?"

"Swallow it."

"We *do* swallow it, but we do something else before that."

"We bite it."

"With what?"

"Our teeth."

"Before we bite it we must put it in —"

"Our mouth."

"What is the plant's food?"

"Water."

"What does it do with the water?"

"It sucks it up."

"What is the plant's mouth?"

"Its roots."

"And what do the roots do?"

"They drink up the water."

"Are the roots useful for anything but that? If I should take a bush that had no roots, and put it in the earth so that it could stand nicely, would that be all right?"

"Yes, ma'am."

"But suppose a great wind should spring up, what would happen then?"

"It would be blown over."

"You've seen bushes and branches bent by the wind. What happened to them?"

"They went back as they were at first."

"If this bush were blown down, would it ever go back again as at first?"

"No, ma'am."

"No; it would be driven far away, and broken in pieces. Now do you know what else the roots do for the plants?"

*"They hold them in the ground."*

"And the mouths in the root do what?"

*"They take the food and water."*

"Children, draw a long breath. What do you fill with the breath?"

"The nostrils."

"What else? What are these lower down that I have told you of before?"

"The lungs."

"The leaves do for the plants, what our lungs do for us. What is that?"

"They help us to breathe."

"And the leaves help the plant to breathe by taking in"—"the air."

"The leaves have a great many little holes in them, and they take the air through them."

"We will think of a cow in a meadow. I suppose you have seen cows there? Well, this cow is in a large field of nice green grass, and where there is a brook running along one side. The cow has been eating the grass, and enjoying it very much, but after a while she begins to feel thirsty. What does she do then?"

"She drinks some water."

"But the water is on the other side of the field."

"She could go over and get some."

"But how?"

"She could walk there."

"What helps her walk?"

"Her feet."

"And what else?"

"Her legs."

"So you see the cow can walk around and get her own food. If she is in the stall her master has to bring it to her, but when she is free in the meadow she can get it herself. Now if I had a pretty plant, and should go away and leave it without any food, and should stay away all day and all night, and another day perhaps, how would the plant look when I came back?"

"The earth would look dry."

"Yes, and we often look at the earth before we notice the plant; but how would the plant look?"

"Withered."

"It would if I left it too long, but even if not withered, the flowers and leaves would be,"—"drooping."

"Why would they be drooping?"

"Because they wanted food and didn't have any."

"But if they wanted food why didn't they go and get some, as the cow went to the brook for water?"

"The plant can't move."

"Why not?"

"Because it has no life."

"No life? How many think the plant has no life? Of course it has. It takes food like animals and men, and it grows as we grow, and by and by it will die as we shall. Still the plant cannot move of itself, but it can do something. Its leaves?"

"Draw in the air."

"Its roots?"—"hold it in the ground and take in the food."

"And these are parts of the plant *that do something for it*. Tell me parts of the cow that do something for her."

"Her mouth helps her to eat."

"Her mouth and nostrils help her to breathe."

"And her feet and legs to walk."

"There is a name people give to those parts that help us to do something. They call them *organs*. What are they?"

"Organs."

"What are our organs?"

"The parts that help us to do something."

"And when anything has organs, we say it is organic. What do we say of it?"

"It is organic."

"Has this stone organs?"

"Then it is not organic."

"Instead of not organic we say it is"—"inorganic" "because"—"it has no organs." "But the plants and animals are organic, that is, they have parts within themselves that do something for their life."

"To-morrow we will study plants, and see how it is they grow."

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### MORAL TREATMENT OF OFFENCES.

AND this same agency should be employed in punishing for falsehood, pilfering, profanity and the like. It is still a Bible doctrine that "The rod and reproof give wisdom." Yet the moral treatment of such offences is always appropriate, either with or without severity. If the crime has been private, it may be treated privately for the good of the individual; yet if public, the punishment should be inflicted in the presence of the school, that all similar cases may be reached, and the public benefited. Let the folly and wickedness and consequences of the crime be fully exposed and brought home, if possible, upon the conscience. And in the settlement of the question, never fail to leave the way open for repentance and restitution. To illustrate. Fourteen dollars in bank bills had been taken from a drawer in the teacher's office. It was fully believed that one of the boys who had been in the family and school for some time, was the guilty party. Two things were now to be done; viz, to convict the guilty, and punish the crime. To this end, the facts of the case were made public. The nature and criminality of pilfering were explained; the probability of convicting the offender was urged, and the disgrace and mortification of friends when the facts should be exposed, were classed among the sad consequences of the act. It was presumed that the crime was committed in a thoughtless moment, and that the boy would be glad to restore the money if he had opportunity, and such a course was earnestly recommended. The



next morning, when the school assembled for prayers, the lost money was found carefully folded between the leaves of the teacher's Bible. As he cast his eyes upon the school before him, the guilt of the boy was so manifest upon his countenance and in his actions, that there could be no longer any doubt as to his identity. The teacher now took occasion to commend the noble act of restitution, and spoke of the propriety of placing the stolen money in the Bible, thus correcting conscience by the word of God. Finally, he alluded to the happy consequences if this boy should never again yield to such temptations. The matter was here dropped, but the sequel has been written. This lad, who, his father said, had been a pilferer from early childhood, never was known to repeat the act. When he left school, he took an important position as clerk, was afterwards partner in business, and is now (a quarter of a century later) a successful business man in one of our New England cities.

Another instance. A gold dollar had disappeared from the teacher's table while she stepped to a neighboring room. Two school girls, who were the only persons in the room, had disappeared. It was Saturday, and in the evening the young ladies were assembled for family worship in the public parlor. The principal who was conducting the services, commenced describing the effects and consequences of having, by accident, deposited a gold dollar upon the human lungs. It would corrode and poison, produce inflammation and disease, and finally, if it could not be removed, would terminate in death. He then transferred the gold dollar from the lungs to the conscience, and portrayed the consequent guilt, anguish, and moral death which would result from such a crime if not repented of. He presumed the young lady would gladly restore the money, and save herself from disgrace and suffering. He told her where she might leave it, and the fact of restoring the dollar would be proof of her penitence, and would save her from exposure. But in her desperation, she had already thrown the gold dollar down the register, and could not restore that. But she did borrow the amount confidentially of a teacher to be paid from her spending money, and placed it as directed. And so the whole matter ended, and the most satisfactory results followed. These cases indicate the method I would adopt in dealing with school vices. — *H. O., in Rhode Island Schoolmaster.*

## TONING THE MIND.

THE readiest cure for the worn spirit of a student is a change in his book diet. Robert Hall administered to himself almost regular doses of Lord Bacon, and Roberston of Brighton recurred constantly to his well-read authors, which he could wellnigh count on his fingers.

The mind that endeavors to brace itself for unusual effort, commonly seeks its tonics in a sphere higher than that which bounds its ordinary activity, like that Ore who took his wearied soul to the mountain top, just previous to his most responsible undertakings. A merely jaded mind invariably descends to a lower sphere for relief. Newton, Scott, Cowper, Burns, and Dickens found abundant revivification in the society of dogs. Dr. Chalmers secured the same object by a nightly roll and tumble on the floor with his children.

Usually, when the machinery of the mind runs hard from any cause, the proper remedy is not books, but something totally different.

Reading is apt to continue in use the faculties that are tired. What is demanded is an entire change of sphere, calling into play an entirely different set of faculties. Just here arises the necessity of amusement in its strict sense, as distinguished from mere physical recreation, — something that shall *muse away* the mind from its wearying tasks.

The world scarcely knows how much of the good Dr. Lyman Beecher gave to it, is really to be credited to his old fiddle. It cannot for a moment be supposed that the Doctor found any amusement in his saw-horse. It requires a horse of another kind for that. An earnest Philadelphia clergyman, whose untimely death by accident is now lamented, found that nothing would restore the equilibrium of his whole being like a daily game at billiards. How many have found relief in chess, a game susceptible of the severest thought, yet bringing the strain upon a different side of the mind, and, to some experts, with the most delightful fascina-

tion. Indeed, some of those sports that are, for the time, prodigiously exhausting, prove to be equally rejuvenating. Among these is field-sporting, and particularly wing-shooting. How much relief Roberston received from this sport, far more English than American, is evidenced in his biography, which describes him as sitting for hours in a barrel waiting to "draw his sights" on some wary duck. — *Rev. John Monteith, in Herald of Health.*

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 SCATTER YE SEEDS.

TO ALL GOOD CULTIVATORS OF LAND OR MIND.

Scatter ye seeds, and flowers will spring;  
     Strew them at broadcast o'er hill and glen;  
 Strew in your garden, and time will bring  
     Bright flowers with seeds to scatter again.

Scatter ye seeds — nor think them lost,  
     Though they fall amid leaves, and are buried in earth;  
 Spring will awake them though heedlessly tossed,  
     And to beautiful flowers those seeds will give birth.

Scatter ye seeds: tire not, but toil;  
     'Tis the work of life, 'tis the labor of man;  
 In the head, in the heart, and on earth's own soil,  
     Sow, gather, and sow, through life's short span.

Scatter ye seeds in the field of mind, —  
     Seeds of flowers, with seeds of grain;  
 In the spring and summer sweet garlands ye'll find,  
     And in autumn ye'll reap rich fruits for your pain.

Scatter ye seeds in the garden of heart,  
     Seeds of affection, of truth, and of love;  
 Cultivate carefully each hidden part,  
     And thy flowers will be seen by angels above.

Scatter ye seeds — the seeds of hope;  
     Plant in your bosom the Tree of Life;  
 Then the flowers here budding in Heaven shall ope,  
     And in Heaven will ripen the fruits of strife.

Then scatter ye seeds each passing year!  
     Sow amid winds and storms of rain;  
 Hope give thee courage, faith cast out fear,  
     God will requite thee with infinite gain. — *Selected.*

## Editor's Department.

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### VACATION.

— MINISTERS are preaching and editors are enforcing, at this season, the duties of relaxation and rest. Manifold directions are given how to gain the greatest advantages from that suspension of labor which many are permitted to enjoy during the heated season. There is no class in the community, however, that need so little of this kind of preaching and directing, as teachers. They are to "the manor born." Therefore, we shall waste no words in urging our co-laborers to make the best use of the coming weeks in recuperating their wasted energies. Rather will we congratulate them on the prospect before them, and own up to sharing with them the exhilarating emotions awakened by the anticipation of a long vacation.

Our congratulations are no less with the scholars. Were it dignified and proper, we could shout as loud as they, out of our very gladness for them. These strapped-up bundles of books are carried home with a will, and are pushed out of sight to vex no more, for a long time, the morning and evening with their gloomy and exacting pages. Now for tramps in the woods, fishing excursions, lilying, berrying, journeying, visiting, and whatever can give pleasure. No fear of sun, or wind, or rain. Great Nature, for a time at least, shall have her children to train as she will. She shall infuse into them her own spirit, give them large draughts of invigorating oxygen, make them strong and lithe of limb, and paint up their faces with her healthiest hues. Hurrah for vacation, then! A joyful time may it be to all teachers and scholars!

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### EDUCATIONAL MEETINGS.

THE Board of Directors of the American Institute of Instruction are somewhat late in issuing the programme of the next annual meeting. The delay, however, has been unavoidable. The Committee of Arrangements have been indefatigable in their efforts to complete their preparations, but various untoward circumstances have disarranged their plans, and increased their labors. We are glad that everything is now satisfactory. The Institute will hold its forty-



second annual meeting at FITCHBURG, on the 26th, 27th, and 28th inst., and its proceedings, as indicated by the circular on another page, are likely to be of great interest.

The Committee have not solicited private hospitality. The hotels are reasonable in their prices, and furnish fair accommodations. Should the number of educators present be greater than the hotels can accommodate, other places of entertainment will no doubt be found. Fitchburg is a pleasant, enterprising town, and, we are pretty sure, will gladly receive, and kindly care for, all who visit it on that occasion.

The American Institute of Instruction has a hold upon some of the friends of education, beyond that of any other like association. Its forty years of life have witnessed great educational progress, and its meetings from year to year, and the measures it has instituted, have had no small influence in bringing about that progress. Its long roll of membership contains a list of names of which any association might be proud. Its forty published volumes embrace much of our best educational literature, and mark the direction of educational inquiry and reform. They are an armory from which may be drawn many a weapon to fight the battles of to-day, and will, perhaps, be more valued by the future educator than by ourselves. The meeting at Fitchburg will bring together, we trust, all of the old as well as the new friends of the Institute, and be in every way equal to its predecessors.

The National Association, embracing now several departments, will hold its annual meeting at St. Louis, commencing on Tuesday, August 22d. The extended programme in our last issue has informed our readers of the important subjects there to be presented by distinguished educators, and the topics to be discussed. We trust the East will be well represented at this meeting, notwithstanding the discomforts of a journey to St. Louis in the month of August. We feel assured that it will be a meeting worthy of the association, and worthy the city where it is to be held.

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PROCEEDINGS OF THE NATIONAL EDUCATIONAL CONVENTION.— After much unavoidable delay, the Publishing Committee of the National Educational Convention have made preparation for the publication of the proceedings of the meeting held in Cleveland in August last. Those not members of the Convention can be supplied with copies at \$1.00 each, by forwarding their address and money to S. H. White, Chairman of Committee on Publication, Peoria, Illinois.

## HAMPDEN COUNTY ASSOCIATION MEETING.

[*The New England Homestead*, an excellent family paper published at Springfield, and devoted mainly to agricultural and horticultural interests, has now an educational department edited by M. C. STEBBINS, of the Springfield High School. This seems to us a first-rate arrangement. Not only is it serviceable to teachers, but it carries the consideration of educational topics into the home. Mr. Stebbins is an able educator, positive in his ideas, and very much in earnest. We take from the *Homestead* his interesting report of the Hampden County meeting.]

THE Association met at Chicopee on Friday, May 19th. The chair was occupied by M. C. Stebbins, the president of the Association. Mr. Harvey Hitchcock, chairman of the school committee, gave the Association a warm welcome, and made a few judicious remarks to the teachers present. After some preliminary business, the literary exercises began with a sensible and well-written essay by Miss Ellen P. Sullivan of Springfield, in which she graphically portrayed some of her experience in different primary schools. In clear and simple style, she told by what means she had renovated throngs of unwashed and uncombed boys and girls. Some of these means were no less ingenious than efficient. Her story of her moral victory over a bad boy, — which was more than a conquest of the boy, — was one that it would do every teacher good to hear.

Mr. A. E. Gibbs, of Westfield, opened the discussion of the question, "What can be done to retain a larger proportion of the pupils in our public schools until the completion of the high school course?"

In a carefully written and able essay, he sought to show to what a lamentable extent it is true that scholars are taken from school that they may be put to work. This course is frequently taken in accordance with the advice of business, and, sometimes, of professional men. The occasion of this was thought to be want of confidence in the utility of the school training. To remedy the evil, the public must be convinced of their error. High school courses should be shaped to help the hundreds and not to suit the units.

The great practical problem is, How to get a living? There is a great deal of learning that does not very much help in the solution.

Observation should precede learning. Arithmetic, book-keeping, insurance, banking, exchange, etc., should be taught by actual processes of the kind. In short, he would have the pupils deduce the theory from the practice, and not be left to get the practice after learning the theory.

Mr. S. F. Chester found other causes for dropping out of school, such as laziness; loss of satisfactory standing in the class; excessive eagerness to become men and women; in some cases, a noble desire to be at work in doing good, yet a desire that is too impatient of the delay of due preparation. Again, fashion, dress, and the allurements of society entice many from school. The remedy is, to intensify the love of study, and raise the appreciation of the real worth of an education, by untiring and painstaking effort.

At the beginning of the afternoon session, the discussion was resumed by

Rev. Edward Cook, D. D., President of Wilbraham Academy. He believed that something could be done to correct public sentiment. He was no advocate of the shorter course of scientific schools. All experience has shown that no course is so efficient as the regular classical, to produce able writers and speakers. West Point does not turn out orators. General Scott was once cited as an exception to this assertion, inasmuch as he could write well, at least; but General Scott owed his power in this respect to the classical education and special training designed to prepare him for the law.

While the public sentiment of the West is becoming increasingly favorable toward a full collegiate education, in the Eastern States, the change at present seems to be in the opposite direction.

The effect of the late war has been to make our youth impatient of effort and gradual progress. The sudden acquisition of wealth by shoddy and petroleum created a distaste for slower and more laborious methods.

The attempt to make studies attractive, is in danger of being carried to an extreme.

Commercial colleges cannot rightly be called educational institutions.

The essay of Miss Sara M. Kneil, of Westfield, showing "How Practice Modifies Theory," fairly sparkled all through with wit and humor. The proposition with which she started, viz, that school teaching is many sided, was fully sustained and amply illustrated. The large audience was deeply interested and greatly delighted.

"Is it desirable and practicable to secure uniformity of text-books in the public schools of the State?" was the question next considered. Upon this, Prof. J. C. Greenough read an able paper. He reviewed the argument in its favor, showed up the weak points of the same, and then stated the advantages of the present plan. There is less difficulty in effecting desirable changes. Teachers can use their influence to better purpose. There are more influential motives to produce good books. Variety of books operates as a stimulus to teachers. Diversity of statement and method leads to study of the underlying thought.

A very important problem is suggested, viz: How shall scholars be furnished with things for illustration? No topic of natural science can be taught without having the real objects at hand.

Rev. William Rice, city librarian of Springfield, concluded, for the sake of variety, to speak upon the other side. He was almost ready to advocate the abolition of text-books. A teacher is not fit to teach who can learn anything from any text-book used in school. He seriously regretted the financial inability to provide adequate means of illustration.

We are eminently a moving people, and many are constantly striving to pitch their tents a day's march nearer some cotton factory. This frequent change of residence imposes a severe burden of expense upon many of those who are obliged to purchase new sets of school-books.

The State might publish its own text-books, and sell them without loss, cheaper than they are now furnished. Mr. Rice subsequently intimated that if time

had allowed he would have been glad to answer these arguments by showing the utter impracticability of uniformity enforced by State laws.

Mr. E. F. Foster advocated uniformity of the text-books used in the lower grades of schools.

Mr. E. Brookings maintained that enforced uniformity would displease the people.

Some books should be changed even more frequently than they are. The great increase of interest that would be gained by substituting a new reading-book for one that had become stale, would much more than compensate the expense.

We should have no security that the best books would be preferred.

Rev. Charles Hammond believed that it is one of the highest prerogatives of the towns to control their system of education. This effort to secure uniformity of text-books, is a part of the covert endeavor to introduce a system that prevails west of New England. It is one of the privileges of the teacher to sit in judgment on a text-book that he is to use.

If the Board of Education were called to decide what text-books should be used in teaching Latin, they must first decide the controverted question as to the method of teaching it, and such a question they would feel compelled to refer to practical teachers.

Mr. T. H. Kimpton heartily endorsed the views of Mr. Hammond. He believed that teachers had rights, and was thankful that these had been fully and generously accorded to him by the committee with whom he was working.

He did not hesitate to say that he did not know everything in the text-books that he used. There were some things in them that he did not wish to know.

Rev. J. W. Harding, of Longmeadow, alluding to something that had been said about the lack of competent men in small towns, queried whether, by taking from the obscure men of small towns the responsibility they now have, you would not make them greater fools than they are.

He doubted whether it would be greatly to his intellectual advantage, if, instead of preaching such sermons as he could write, he should read fifty-two sermons a year, or twice that number, of those produced by the Boston or Brooklyn lights.

Longmeadow might possibly have her affairs regulated more systematically by an outside organization, but it would hardly be so satisfactory as the present custom of doing it by an annual town meeting, — a valuable institution, that he was careful to attend and enjoy each year.

Rev. L. H. Cone, of Springfield, expressed his determination to avail himself of the annual amusement at Longmeadow. Education is carried to a very high degree of perfection in this village. Even the roosters are taught to walk across the street in a very proper manner.

But as to uniformity of text-books — compulsory uniformity sometimes awakens opposition. We might be quite willing to have fish every week on Friday; but if this were made a positive requirement, we might conclude that something else would be more agreeable. Still, in the matter of text-books, there must be some limit of authority, and this we should find in the State.



Miss V. M. Barton, assistant in the Chicopee high school, read a well-written essay, in which several reasons were clearly set forth for the introduction of the study of the modern languages in the primary and grammar schools.

The discussion of the question, "Are the pupils in our public schools confined too long and tasked too severely?" was opened by Mr. O. M. Fernald, of Springfield. He believed that the popular outcry upon this subject has neither reason nor fact for its basis. The scholars who had come under his observation in the classical course of the Springfield high school were certainly not over-tasked. More work might be concentrated into a given time, and thus the period required to fit for college be shortened.

Mr. D. G. Thompson, of Springfield, said that scholars should be taught that their time should be devoted to school work.

Aside from the primary and the lower classes in the grammar schools, he would not advocate lessening the time or the amount of study. The instances where failure in health can be legitimately attributed to excessive study are quite rare.

At half-past seven in the evening, a good audience had assembled in the Congregational Church. Prayer was offered by Rev. J. T. Tucker, of Chicopee Falls.

The address of Prof. W. N. Rice, of Middletown, Ct., was an eloquent and scholarly presentation of the claims of natural science to a prominent place in education, using this term in the broad sense of a preparation of life. The address was marked by clear analysis, abundant and apt illustration, a spice of sarcasm, forcible logic, elegant diction, comprehensive and sometimes radical views.

The session of Saturday morning commenced at 8 1-2 o'clock. Prayer was offered by Rev. E. B. Palmer, pastor of the Congregational Church of Chicopee.

The Committee on Nominations reported the following as officers for the ensuing year: President T. H. Kimpton of Chicopee; Vice Presidents, Geo. W. Edwards of Holyoke, and S. F. Chester of Springfield; Secretary, A. E. Gibbs of Westfield; Treasurer, Charles Barrows of Springfield. These gentlemen were unanimously elected.

A few moments were occupied in setting forth the reasons that had led to the starting of the "Educational" department of *The Homestead*, and the ends it is hoped to accomplish. Messrs. Hammond of Monson, and Prof. J. W. Dickinson of Westfield, advocated a general and hearty co-operation of the teachers.

The final discussion was upon the question: "Ought we to modify our Methods of Teaching and Courses of Study so as to make the teaching of Natural Science more prominent and more efficient?"

Prof. J. W. Dickinson read a philosophical paper, presenting somewhat in detail the Normal method of conducting elementary teaching, which he maintained should always precede the scientific. The former deals with things, and addresses the perceptive faculties; while the latter deals with abstractions, and

appeals to the reasoning faculties. In the order of learning, things are before words; we must advance from things to language; to relations of things; relations of persons; and so on till we come to the highest relations, those we sustain to God.

Mr. W. G. Gordon's essay was somewhat in the same tenor. He thought the demand for greater prominence of natural science was due in part to the utilitarian tendency of the times, and in part to the reaction against the traditional system. The important consideration is not what, but how, one studies.

Those who are ignorant of the nature of scientific laws can use them efficiently. The common sailor can determine the position of the ship, by the aid of tables, although he knows nothing of the principles of astronomy upon which these are based.

What all need to learn is how to observe accurately and reason correctly. Two eye-witnesses will often contradict each other point blank upon a question of fact.

We see with our hopes and not with our eyes. To correct these habits, methods of instruction must be changed. Scholars must be their own teachers.

In Natural Science they must perform their own experiments. They must begin much earlier. The customary method of dealing with children blunts their faculties. Most of the teaching of science is worse than none.

Rev. Mr. Hammond said he was bewildered by a strange use of terms. He was not quite sure that he understood the meaning of "things." It is said that in teaching we must use "things," not "words." Is electricity a thing? Is gravitation a thing? Did ever any one get a piece of them to exhibit to a class? Are things any more real than ideas? Words are just as truly symbols of thought as pieces of matter.

Science is in no danger of failing of its share of attention. There is no special occasion that we should teach it in the nursery.

The customary resolutions were then adopted. Thus closed one of the pleasantest, most animated, and profitable educational meetings ever held in the State.

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#### AMERICAN INSTITUTE OF INSTRUCTION.

THE forty-second annual meeting of the American Institute of Instruction will be held in Fitchburg, Mass., July 26, 27, and 28.

WEDNESDAY, July 26.—A stated meeting of the Directors will be held at 10 o'clock, A.M. The Institute will be organized at 11 o'clock. The usual opening exercises will be followed by the transaction of business.

2½ o'clock. A paper by Miss Elizabeth P. Peabody of Cambridge, Mass., on "*Kindergartening, the gospel for children.*"

3½ o'clock. Discussion: "*How far may the State provide for the education of her children at public cost?*"

8 o'clock. A lecture by Gen. John Eaton, jr., Commissioner of the Bureau of Education, Washington, D. C. Subject: "*American Education, Progressive.*"

THURSDAY, 27th, 9 o'clock. A paper by Wm. T. Harris, Esq., Superintendent of Schools, St. Louis, Mo., on "*Prescription in modern Education, — Its Province.*"

10½ o'clock. A paper by H. R. Green, Esq., of Worcester, on "*The best method in Grammar.*"

2½ o'clock. A paper by Charles C. Perkins, Esq., of Boston, on "*The Importance of Drawing as a branch of General Education.*"

3½ o'clock. A paper by Hon. Henry K. Oliver, of Salem, on "*The way I was taught.*"

8 o'clock. A lecture by Prof. D. C. Gilman of Yale College, New Haven, Conn. Subject: "*Scientific Schools in relation to Colleges and High Schools.*"

FRIDAY 28th, 9 o'clock. A paper by Ariel Parish, Esq., Superintendent of Schools, New Haven, Conn., on "*The weak points in our Educational System.*"

19½ o'clock. A paper by Hon. Warren Johnson, State Superintendent of Schools, Augusta, Me., on "*State uniformity of Text-books.*"

2 o'clock. Business meeting. Election of officers.

2½ o'clock. A paper by N. A. Calkins, Esq., of New York, on "*Does Object Teaching hold a philosophical relation to the natural development of mind, and the acquisition of knowledge?*"

It is expected that each paper will be followed by a discussion of its subject, and it is hoped that members of the Association will be prepared to participate in it.

The members of the Association will be accommodated at the Fitchburg, the American and the Rollstone Houses, at \$1.50 per day. The Secretary will furnish *free return tickets* to those who have paid *full fare* over the following railways: Old Colony and Newport; Boston and Albany; Boston and Providence; Boston and Maine; Stony Brook; Boston and Lowell; Maine Central; Cheshire and Ashuelot; Conn. River; Vermont and Massachusetts; Providence and Worcester; New Bedford and Taunton; Boston, Concord and Montreal; Concord; Eastern; Boston, Clinton and Fitchburg.

ABNER J. PHIPPS, *President,*

West Medford.

D. W. JONES, *Secretary,* Boston, June, 1871.

## BOOK NOTICES.

**THE HISTORY OF ROME**, by Titus Livius. Two vols. Literally translated with notes and illustrations, by D. Spillan, A. M., M. D.

The Harpers have added to their Classical Library series, this reprint of Dr. Spillan's very satisfactory translation of the thirty historical books which have come down to us from this elegant writer. The English reader will find Livy very entertaining, and the classical scholar will be glad to see a favorite author, making so good an appearance in an English dress.

**SOPHOCLES EX NOVISSIMA RECENSIONE GUILIELMI DINDORFII**. A small and very handy volume, well printed, and with flexible covers. It continues the series of Harper's Greek and Latin Texts.

**THE INSTITUTES OF MEDICINE**, by Martyn Paine, A. M., M. D., LL.D., ninth edition. Dedicated to the Medical Profession of the United States. A large volume of nearly 1,200 pages. The first edition was published in 1847. Successive editions have kept pace with the advance of medical science. The work covers a large field, and evinces the practical as well as the theoretic skill of its author. It has the advantage of a very copious index, and is in every way adapted to the wants of medical students.

**BENCH AND BAR**; a complete digest of the Wit, Humor, Asperities, and Amenities of the Law. By L. J. Brigham, counsellor-at-law. With portraits and illustrations. A new edition of a popular work, to which one hundred and sixty pages of anecdotes have been added. The Chancellors of England, eminent British barristers, American advocates, judges, and others connected with the law, furnish the staple of which this volume is composed. While some of its wit may be better appreciated by those acquainted with the technicalities of the law, it has enough besides to satisfy all classes of readers.

**LIGHT**, by Jacob Abbott, with numerous illustrations. A capital book for the young, and for those not young who wish to become acquainted with science in a most agreeable way. Its narrative form excites the interest, and the facts introduced, and the experiments explained and illustrated, are vividly impressed upon the mind.

**OLIVE**, a novel, by Miss Muloch, comes in a very attractive form. The Harpers are now giving the public a very neat edition of Miss Muloch's works.

**RALPH THE HEIR**, is a novel by Anthony Trollope. **HER LORD AND MASTER**, a tale by Florence Marryat (Mrs. Rose Church).

The above books are published by Harper and Brothers, New York, and may be found upon the counters of A. Williams & Co., 135 Washington Street, Boston.

**THE EYE IN HEALTH AND DISEASE**. By B. Joy Jeffries, A. M., M. D. Boston: Alexander Moore.



Dr. Jeffries furnished a series of articles upon "The Eye" for *Good Health*, an excellent journal, published by Mr. Moore, at No. 2 Hamilton place, Boston. These articles have been brought together, and are now published in book-form, with illustrations. While they contain much of great value to the medical practitioner, they abound in suggestions of the greatest importance to the general reader. Many of us sadly abuse that most delicate of all organs, the eye, and need the information this book imparts.

**HISTORY AND MYSTERY OF COMMON THINGS.** By C. W. Allen, New York: Leavitt, & Allen Bros.

Tea, coffee, fruit, glass, porcelain, cereals, textile fabrics, coal, medicines, woods, minerals, etc., etc., are here made the subjects of consideration, and a great deal of information is imparted concerning them, in the form of question and answer. Nearly a thousand articles and processes are explained or described. The book will prove useful in the school and family.

**THE HISTORICAL READER**, embracing selections from standard writers of Ancient and Modern History. By John J. Anderson, A. M. New York: Clark & Maynard.

Prepared to be read in connection with the study of history, in order to present the noted events of history in the best possible manner, and awaken an interest in this branch of study. The extracts given are mostly from standard authors, and give the best specimens of historical writing. Some variety is introduced by giving historical poems, and extracts from orations relating to historical subjects. It is a well prepared and a well printed volume.

**CHOICE SPECIMENS OF AMERICAN LITERATURE**,—By Prof. Benj. N. Martin, D.D., LL.D. New York: Sheldon & Company.

These publishers have given us "choice Specimens of English Literature" to accompany Shaw's well-known "Manual of English Literature," and now give us a work of 220 pages of selections from American authors, more than two hundred of whom are quoted from. The quality of these extracts is excellent. But we cannot help wishing the book twice as large and that some of our authors had been quoted more at length. These extracts are to be studied in connection with the sketch of American Literature in the "Manual."

**WONDERS OF EUROPEAN ART.**—By Louis Viardot. New York: Charles Scribner and Company.

The readers of "Wonders of Italian Art," will be ready to welcome these sketches of Spanish, German, Flemish, Dutch, and French art by the same author. An interesting subject is most interestingly and intelligently treated. This volume adds another to that remarkable series, "The Illustrated Library of Wonders."

**MARRIED FOR BOTH WORLDS.**—By Mrs. A. E. Porter. Boston: Lee & Shepard. The story of the life of one who, bereft of her husband in early life, still maintained the wifely love, and felt that the union was one of soul, and could not be broken. It is in no sense a sensational book, but one that touches the heart through its manifestation of a cheerful Christian faith.

**YOUNG AMERICA ABROAD.**—Up the Baltic. By Oliver Optic. Boston: Lee & Shepard. Travel and adventure in Norway, Sweden, and Denmark,—and all in the author's best vein. The boys can hardly fail to like this book. Aside from the interest in the characters presented and the narrative, much knowledge is gained of the countries visited.

**THE YOUNG DELIVERERS** of Pleasant Cove. By Rev. Elijah Kellogg. Boston: Lee & Shepard. This forms the second volume of the "Pleasant Cove Series." It is a well-told story, and will please youthful readers.

Messrs. HENDRICKS & CHITTENDEN, 204 North Fifth Street, St. Louis, have in press, to be ready by July 1st: "First Lessons In Physics," by C. L. HOTZE, of the Cleveland High School. This is the first of a graded series of three books on Physics. The plan is inductive, and comprises forty lessons—one lesson a week for the scholastic year. The book is designed for the higher grades of Grammar Schools.

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#### INTELLIGENCE.

F. W. TILTON, formerly Superintendent of Public Schools, Newport, R. I., fills the vacancy at Phillips Academy, Andover, occasioned by the death of Dr. Taylor. Mr. Tilton was remarkably successful as a superintendent, and will no doubt be equally successful in his new position.

GEORGE W. NEAL has been confirmed as sub-master in the Quincy School, Boston; T. H. WASON, as usher in the Brimmer School; and OSCAR D. ROBINSON, as usher in the Dwight School.

BEVERLY. We noticed last month the appointment of E. C. ALLEN as superintendent. We should also have referred to the death of his predecessor, L. F. DUPEE. The latter was a graduate of Phillips Academy. He was successful as a teacher in the High school, Exeter, N. H., and in Derby Academy, Hingham. Although he filled the office of superintendent but little more than a year, he devised and carried out measures which have much improved the character of the schools.

REHOBOTH. The schools are not in so satisfactory condition as the committee desire. The abolition of, and then the return to, the district system, has occasioned some embarrassment. Those towns which have returned to the district system have acted, we think, unwisely. Had they given the town system a fair trial, they would have been very unwilling to return to the old system. Rehoboth has fifteen districts; District 13 had the smallest number of scholars in attendance: 12 in the summer, and 17 in the winter. District 15 had the largest number: 36 in the summer and 40 in the winter.

ATTLEBORO', besides her district schools, supports two High schools. These, circumstances favoring, the committee recommend should be united in one. The report is an excellent one, giving the schools due credit, yet pointing out the improvements to be made. The committee are determined that good spelling shall not become one of the "lost arts," and that the various branches of school-study shall be wisely and thoroughly taught. The number of children between five and fifteen is 1,212. Whole number attending school, 1,101.